English 2 – Semester 1 of 2

ILP & Vendor Content Template

# ILP (Individual Learning Plan)

## Instructor: Abigail Spurlock, Frontier Tutoring LLC

## Class Name: English 2 – Semester 1 of 2

## School Year: 2017-2018

## Course Description

Students will build an understanding of the English language throughout the course of this class. The focus of the class will include reading literature selections, developing analytical reading skills, and fostering the critically important skills of writing. In addition to developing such skills, we will examine the texts in relation to their literary and historical context. The textbooks used throughout the course will supplement the lessons taught in class.

The first half of the semester will be devoted to reading fiction and non-fiction, including short stories, essays, and selections from longer works. There will be a midterm covering this material. During the second half of the semester, we will focus more closely on poetry. There will be no final exam, instead there will be a final paper.

## Standards: Common Core or GLE

The course is designed to engender student achievement of the following Common Core standards. Page numbers refer to the *Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Studies* (published June 2, 2010).

## Standard: Reading Standards for Literature in English Language Arts 6-12

## Grade Level: Grades 9-10 Students

Skills: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

## Standard: Reading Standards for Informational Text in English Language Arts 6-12

## Grade Level: Grades 9-10 Students

Skills: Delineate and evaluate importance of readings in historical context; understand reason and purpose behind readings

## Standard: Writing Standards, 6-12

## Grade Level: Grades 9-10 Students

Skills: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

## Standard: Speaking and Listening Standards, 6-12

## Grade Level: Grades 9-10 Students

Skills: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *topics, texts, and issues,* building on others’ ideas and expressing their own clearly and persuasively. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

## Student Activities/Assignments

Students will complete homework assignments that may include reading, writing, grammar, and vocabulary. Students will participate in class discussions and will be required to complete several formal, graded assessments including written reports, oral reports, and examinations. For additional detail, please see the course syllabus.

## Materials/Resources

Each student should be equipped with standard class supplies (pencil/pen, paper/notebook, binder/folder). Curriculum will be based on the following textbook(s):

* *The Language of Literature* (McDougal Littell, 2000)

## Role of FPCS Sponsor Teachers

FPCS sponsor teachers will provide oversight and transcribe their assigned students’ grade based on a record of assessed work and scores provided by Frontier Tutoring.

## Role of Frontier Tutoring Instructor

The instructor will lead and pace the class, conduct in-class activities, and assign homework for students to complete under parental supervision. The instructor will communicate with students and parents about student progress through quarterly progress reports, as well as on an individual basis as necessary.

## Role of Students

Students will complete all homework assigned by the instructor. Students will complete several formal, graded assessments including written essays or reports.

## Role of Parents

Parents will monitor the academic progress of their students, taking a proactive role in their education. Parents will ensure that students attend classes regularly and on time, students are picked up from classes on time, assignments are completed on time, and students are on pace with the class. Parents will arrange for supplemental tutoring or other measures if students fall behind.

## Assessment/Grading

## Final Grades will be composed of the following elements:

* Homework: 20%
* Participation: 25%
* Novel Report: 10%
* Poetry Project: 15%
* Final Paper: 20%
* Midterm: 10%

Class performance will be assessed using a letter grade system as follows:

100%-90% = A; 89%-80% = B; 79%-70% = C; 69%-60% = D; 59%-0% = F

Weight of each evaluation factor is presented in the class syllabus. Frontier Tutoring will report quarter and semester grades to parents and Family Partnership Charter School. Frontier Tutoring will maintain quantitative evaluation records for each student.

# Vendor Contract Content

## Vendor: Frontier Tutoring LLC

## Vendor Instructor: Abigail Spurlock, Frontier Tutoring LLC

## Name of Class: English 2 – Semester 1 of 2

## Minimum Students: 4

## Maximum Students: 18

## Location: Crosspoint Community Church

1920 W. Dimond Blvd. Ste. K, Anchorage, AK 99515

## Dates/Times Subject to Change

Class Dates: **Semester 1**: **August** 28

**September** 11, 18, 25

**October** 2, 9, 16, 23, 30

**November**  6, 13, 27

**December**  4, 11

**Class Times:**  **Semester 1:**  Mondays, 11:00 AM – 1:00 PM (Room 113)

## Classroom Hours: 28

Registration Charge: Please reference the Student Budget Worksheet you will receive from Frontier Tutoring; this document will specify the exact amount due. Parent will be required to pay balance due should ASD fail to remit payment at any time.

Terms of Service: Enrollment in this class is subject to the Terms and Conditions of Enrollment Agreement, as amended.